

Art and Life

WebQuest Description: The Webquest seeks to create a connection between art and everyday life in the Caribbean. Links will be made between the two to better identify how each corelates to each other.

Grade Level: 9-12

Curriculum: Art / Music

Keywords: Visual Arts, art, Jamaica, culture

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Introduction

Art is all around us, and makes up every aspect of the environment. Every image that your eyes can see has been impacted by the elements of art. Line, colour, shape, space and shape. The National Art Gallery of Jamaica is launching a week of Art appreciation and awareness and has assigned a team of artists to display a body of work that emphasizes the importance of the subject.

Tasks

People often cannot see the importance of art in their daily lives, yet art is embedded in everything around them. Many parents even discourage their children from pursuing a career in Visual Arts stating how useless the subject is. As a group of Jamaican artists, you have been commissioned by the National Art Jallery Jamaica to organize, promote and launch an informative and captivating exhibition to sensisitize and promote the awareness and importance of Visual Arts in Jamaica. A body of works ranging from various mediums must be used as a vehicle to empower and inform the nation to clarify any misconceptions that may have been assumed about the subject.The exhibition will be divided into five (5) clear categories and will have displayed works under the following categories;1. Paintings, 2. Drawings. 3. Photography 4. Videos/Documentaries 5. Public Sculptures and Installations. To carry out this task effectively,each artist in the team will be assigned specific roles that are linked to his/her area of specialty. The compilation of the artists was designed around the five (5) categories in the exhibition as each five of you are specialists in five different areas.

Process

A successful exhibition requires thorough planning, collaboration and skills. Below are some main guidelines that need to be considered. Feel free to use this as a guide or you may incorporate your own ideas and methods of planning. The Art staff should work through the following points to determine the nature and planning details of the exhibition.A decision needs to be made early about who is to have an input to making decisions about the exhibition â€œ for example, Staff/ Students/Parent body/Administration etc.An exhibition needs to be decided on the year before if it is to be placed in a school diary or a school calendar. The Principal needs to be informed. In some schools application might need to be made for funding for the exhibition and careful planning will assist this to be successful.This checklist could also be used to plan for long term displays of work. Notes or minutes should be kept in all meetings to record decisions made and responsibilities allocated to avoid later confusion. Discussion and planning needs to be done for four different time frames â€œ Before the Exhibition â€œ Setting up the Exhibition â€œ During the Exhibition â€œ After the Exhibition. Pleas this checklist, as it provides more in-depth information to complete the task.Read the following content pages to arm yourself with the rationale for organizing the exhibition. https://www.enotes.com/homework-help/what-role-art-society-28369 and https://www.theodysseyonline.com/10-reasons-why-arts-are-important-in-our-lives?utm_expid=.cZCE7oX8QCubl-ziFLsOXg.0&utm_referrer=https%3A%2F%2Fwww.google.com.jm%2FThis page allows you to hear the views of many people across the world as it relates to the relevance of ART. CONTENT FOR STUDENTS<https://www.wikihow.com/Set-Up-an-Art-Exhibition>

Evaluation

Individual PerformanceBelow Standard Approaching Standard At StandardApproaching StandardAt StandardAbove Standardif ¼ Takes Responsibility for Oneselfis not prepared, informed, and ready to work with the team â€œ does not use technology tools as agreed upon by the team to communicate and manage project tasks â€œ does not do project tasks â€œ does not complete tasks on time â€œ does not use feedback from others to improve work is not prepared, informed, and ready to work with the team â€œ does not use technology tools as agreed upon by the team to communicate and manage project tasks â€œ does not do project tasks â€œ does not complete tasks on time â€œ does not use feedback from others to improve work is not prepared, informed, and ready to work with the team â€œ does not use technology tools as agreed upon by the team to communicate and manage project tasks â€œ does not do project tasks â€œ does not complete tasks on time â€œ does not use feedback from others to improve work Helps the Team does not help the team solve problems; may cause problems â€œ does not ask probing questions, express ideas, or elaborate in response to questions in discussions â€œ does not

give useful feedback to others • does not offer to help others if they need it cooperates with the team but may not actively help it solve problems • sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions • gives feedback to others, but it may not always be useful • sometimes offers to help others if they need it helps the team solve problems and manage conflicts • makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives (CC 6-12.SL.1c) • gives useful feedback (specific, feasible, supportive) to others so they can improve their work • offers to help others do their work if needed Respects Others is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings) • does not acknowledge or respect other perspectives is usually polite and kind to teammates • usually acknowledges and respects other perspectives and disagrees diplomatically is polite and kind to teammates • acknowledges and respects other perspectives; disagrees diplomatically Team Performance Below Standard Approaching Standard At Standard Above Standard if ¼ Makes and Follows Agreements does not discuss how the team will work together • does not follow rules for collegial discussions, decision-making and conflict resolution • does not discuss how well agreements are being followed • allows breakdowns in team work to happen; needs teacher to intervene discusses how the team will work together, but not in detail; may just go through the motions • when creating an agreement • usually follows rules for collegial discussions, decision-making, and conflict resolution • discusses how well agreements are being followed, but not in depth; may ignore subtle issues • notices when norms are not being followed but asks the teacher for help to resolve issues makes detailed agreements about how the team will work together, including the use of technology tools • follows rules for collegial discussions (CC 6-12.SL.1b), decision-making, and conflict resolution • honestly and accurately discusses how well agreements are being followed • takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help Organizes Work does project work without creating a task list • does not set a schedule and track progress toward goals and deadlines • does not assign roles or share leadership; one person may do too much, or all members may do random tasks • wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible) creates a task list that divides project work among the team, but it may not be in detail or followed closely • sets a schedule for doing tasks but does not follow it closely • assigns roles but does not follow them, or selects only one leader • who makes most decisions • usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized creates a detailed task list that divides project work reasonably among the team (CC 6-12.SL.1b) • sets a schedule and tracks progress toward goals and deadlines (CC 6-12.SL.1b) • assigns roles if and as needed, based on team members' strengths (CC 6-12.SL.1b) • uses time and runs meetings efficiently; keeps materials, drafts, notes organized Works as a Whole Team does not recognize or use special talents of team members • does project tasks separately and does not put them together; it is a collection of individual work makes some attempt to use special talents of team members • does most project tasks separately and puts them together at the end recognizes and uses special talents of each team member • develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision

Category and Score					Score
is not prepared, informed, and ready to work with the team • does not use technology tools as agreed upon by the team to communicate and manage project tasks • does not do project tasks • does not complete tasks on time • does not use feedback from others to improve work					
				Total Score	

Conclusion

Art is important, and continued modes of sensitization is necessary.

Teacher Page

Sensitize your students on the importance of ALL subject areas. Incorporate lifelong learning strategies so the students will foster a greater appreciation for the subjects that make up their curriculum. Use appropriate forums to spread the importance of the various subjects to parents as well.

Standards

Grades 6-7

Credits

Other
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